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tions, such as astronomical observatories, for example, in order to assist in bringing about a more uniform distribution than prevails at present, of stations contributing magnetic data.]

In the near future *additional appointments are to be made* in the department, the salaries ranging from \$1,000 to \$2,500 per annum, in accordance with qualifications and position.

The places to be filled call for a chief physicist, experienced magneticians capable of conducting investigations, magnetic observers for sea and land duty, and computers.

The appointments are not restricted to citizens of the United States.

Applications should contain full information regarding the applicant's life, education and experience. They may be sent in now and should be addressed to the Director, Department Terrestrial Magnetism, The Ontario, Washington, D. C., U. S. A.

L. A. BAUER,
Director.

May 25, 1905.

PRESIDENT ROOSEVELT ON THE REWARDS OF SCHOLARSHIP.¹

THE general opinion of the community is bound to have a very great effect even upon its most vigorous and independent minds. If in the public mind the career of the scholar is regarded as of insignificant value when compared with that of a glorified pawnbroker, then it will with difficulty be made attractive to the most vigorous and gifted of our American young men. Good teachers, excellent institutions and libraries are all demanded in a graduate school worthy of the name. But there is an even more urgent demand for the right sort of student. No first-class science, no first-class literature or art, can ever be built up with second-class men.

The scholarly career, the career of the man of letters, the man of arts, the man of science, must be made such as to attract those strong and virile youths who now feel that they can only turn to business, law or politics. There is no one thing which will bring about this

desired change, but there is one thing which will materially help in bringing it about, and that is to secure to scholars the chance of getting one of a few brilliant positions as prizes if they rise to the first rank in their chosen career. Every such brilliant position should have as an accompaniment an added salary, which shall help indicate how high the position really is; and it must be the efforts of the alumni which can alone secure such salaries for such positions.

As a people I think we are waking up to the fact that there must be better pay for the average man and average woman engaged in the work of education. But I am not speaking of this now; I am not speaking of the desirability, great though that is, of giving better payment to the average educator; I am speaking of the desirability of giving to the exceptional man the chance of winning an exceptional prize, just as he has the chance to do in law and business.

In business at the present day nothing could be more healthy than an immense reduction in the money value of the exceptional prizes thus to be won; but in scholarship what is needed is the reverse. In this country we rightly go upon the theory that it is more important to care for the welfare of the average man than to put a premium upon the exertions of the exceptional. But we must not forget that the establishment of such a premium for the exceptional, though of less importance, is nevertheless of very great importance. It is important even to the development of the average man, for the average of all of us is raised by the work of the great masters.

It is, I trust, unnecessary to say that I appreciate to the full the fact that the highest work of all will never be affected one way or the other by any question of compensation. And much of the work which is really best for the nation must from the very nature of things be non-remunerative as compared with the work of the ordinary industries and vocations. Nor would it ever be possible or desirable that the rewards of transcendent success in scholarship should even approximate, from a monetary standpoint, the rewards in other vocations.

¹ From his address to the alumni of Harvard College.

But it is also true that the effect upon ambitious minds can not but be bad if as a people we show our very slight regard for scholarly achievements by making no provision at all for its reward. The chief use of the increased money value of the scholar's prize would be the index thereby afforded of the respect in which it was popularly held.

The American scientist, the American scholar, should have the chance at least of winning such prizes as are open to his successful brother in Germany, England or France, where the rewards paid for first-class scholarly achievements are as much above those paid in this country as our rewards for first-class achievement in industry or law are above those paid abroad.

But of course what counts infinitely more than any possible outside reward is the spirit of the worker himself. The prime need is to instill into the minds of the scholars themselves a true appreciation of real as distinguished from sham success. In productive scholarship, in the scholarship which adds by its work to the sum of substantial achievement with which the country is to be credited, it is only first-class work that counts. In this field the smallest amount of really first-class work is worth all the second-class work that can possibly be produced; and to have done such work is in itself the fullest and amplest reward to the man producing it.

We outsiders should according to our ability aid him in every way to produce it. Yet all that we can do is but little compared to what he himself can and must do. The spirit of the scholar is the vital factor in the productive scholarship of the country.

MR. ROCKFELLER'S ENDOWMENT FOR HIGHER EDUCATION.

At a meeting of the General Education Board, held on June 30, a gift of ten million dollars was announced from Mr. John D. Rockefeller, as an endowment for higher education in the United States. The announcement of the gift was made in a letter from Mr. Frederick T. Gates, Mr. Rockefeller's representative, which reads as follows:

I am authorized by Mr. John D. Rockefeller to say that he will contribute to the General Education Board the sum of \$10,000,000, to be paid October 1 next in cash, or, at his option, in income producing securities, at their market value, the principal to be held in perpetuity as a foundation for education, the income, above expenses and administration, to be distributed to or used for the benefit of such institutions of learning at such times, in such amounts, for such purposes and under such conditions, or employed in such other ways as the Board may deem best adapted to promote a comprehensive system of higher education in the United States.

Dr. Wallace Buttrick, one of the secretaries of the board, in a statement concerning the gift, says:

John D. Rockefeller, jr., with others in this city, was instrumental in forming the General Education Board in February, 1902. A very broad and admirable charter was secured from Congress, and signed by President Roosevelt on January 12, 1903.

A gift of one million dollars from Mr. John D. Rockefeller was immediately passed over to the Board, especially designated for educational work in the South. Other funds have been added by other philanthropists since that time, and the Board has confined its work hitherto mainly to educational work in the Southern States.

The present gift differs from Mr. Rockefeller's first gift to the Board in the following particulars: The principal sum of the gift of one million dollars made on the organization of the Board could be distributed. The present gift of ten million dollars is held as endowment, the income only being available for distribution. The first gift was designated to be used exclusively in the Southern States. The present gift is for use not only in the Southern States, but throughout the United States, without distinction of section. The first gift could be used for common schools and secondary education. The second gift is confined to higher education and is designed specially for colleges as distinguished from the great universities, although there is no prohibition in the letter of gift against making contributions to universities.

Both gifts are alike available for denominational schools, as well as for those which are non-sectarian. While the funds may be employed for denominational schools, they will be employed without sectarian distinctions. No special denomination will be particularly favored, but the funds